

U.S. History IA Syllabus

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Summary of Unit

The attached unit covers the United States Civil War utilizing a multi-intelligence approach to provide greater depth and understanding of the events leading up, during and immediately following the Civil War. Students will be provided the opportunity to demonstrate their mastery of the knowledge over the course of the unit. The unit will culminate with a digital story and presentation over one of the major battles of the Civil War. Students will engage in activities that will demonstrate the sheer will and determination of the fighting soldier of the Confederacy. The lessons will strive to instill in the student the history and significance of this period. The students will also be better able to draw parallels with today's world conflicts and how they are similar and dissimilar to the Civil War.

Maine Learning Results: Social Sciences-E History

E1: Historical Knowledge, Concepts, Themes, and Patterns

Grade 9- Diploma "Civil War and Reconstruction" 1850-1877

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy ideals and institutions in the world.

b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the world and the implications for the present and future.

Students Will Understand That:

- Industrialization of the North allowed them the advantage of infrastructures that lead them to victory in the Civil War.
- Confederacy's inability to trade during the Civil War led to their ultimate failure.
- The military leadership advantage did not give the South the ability to achieve victory during the Civil War.

Essential Questions:

- If there had been a better balance of industrialization would the South have been able to achieve victory in the Civil War?
- If the Confederacy had been able to obtain better trade relations with England and other countries would that have changed the outcome of the Civil War?
- Why did the military leadership advantage, which rested with the Confederacy, not lead them

to victory?

Students Will Know:

- Critical Details: chief trade goods, monetary amounts of treasuries at the start of the Civil War, infrastructure of roadways and railways, manufactured versus purchased goods, ability to manufacture goods and ability to transport goods to the forward lines.
- Important Events and People: Military and governmental leaders, Fort Sumter, Bull Run, Gettysburg, Andersonville, Compromise of 1820, Kansas-Nebraska Act, Mexican-American War, Dred Scott Decision, Underground Railroad, Abraham Lincoln, and Stephen Davis.
- Sequence and Timelines: Fort Sumter to Appomattox, Compromise of 1820-Dred Scott Decision.

Students Will Be Able To:

- Explain the major differences in industrialization between the North and the South and the impact on the Civil War.
- Evaluate the economic impact of trade and trade goods during the Civil War for both the North and the South.
- Decide if the South had better trade relations with France and England what impact that would have made during the Civil War.
- b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.
- Consider the fighting strength after Pickett's Charge and the mental impact of the death toll following the Battle of Gettysburg
- Recognize the impact on the popular support in the Confederate states following the defeat at Gettysburg and how that impacted the overall perception of the war.

Performance Task:

Students will be divided into groups of four and each group will be assigned a battle from the Civil War. Each group will consist of two pairs, one to portray Union Generals, and one to portray Confederate Generals selected from the list presented to each group. Each student will research the General, present a brief biography of their General, and assume their role in the battle. They will be expected to recreate the battle using modern technology that is equivalent to what would have been available to the generals during the actual battles. They will present their findings in the form of a digital story showing how they would have prevailed or would remain victorious at the respective battles. The students will present the final conclusion as a live portion of the project. The judges will be Historical Society Members from the battlefields and will determine if they are in agreement with the students' findings.

Expectations

The student is expected to be in attendance for each class period. If a student should have an excused absence it is the responsibility of the student to discuss with the teacher when any missed work will be made up. The student should contact a fellow student to get any missed

notes from that period. If the period includes a PowerPoint or some form of electronic medium, the teacher will email the notes to the student.

Benchmarks:

Performance Task: Students will be graded on the performance task per the rubric attached. This task will comprise a majority of the students grade for the semester. 35%

Lesson Assessments: Each lesson the students will be given both a formative assessment and a summative assessment. The formative assessment will give the students a general idea of where they stand with regard to the knowledge being covered. The summative assessment will be recorded as a grade for inclusion into the students' final average. 30%

Blog Activity: Students will have the opportunity to learn how to establish their own blog and learn how to post into their own blog as well as respond to other student's blogs. Through reflective blog entries, students will be able to demonstrate a deeper understanding of the class lessons. 15%

Group Participation: Students will be required to work in groups multiple times during the semester. Group Participation points will be assessed for positive interaction during group work, active participation in group activities and peer feedback following group work. 10%

Class Participation: Students will be observed during each class for participation. The participation grade will include attention during lessons, positive feedback, and active engagement in all classes. 10%

All grades are based on the 100 point grading system and will be arrived at individually as a percentage of 100. Those final points will be then added together to arrive at a final grade that will be determined per the scale below. Any questions regarding a students' status can be addressed with the teacher at any point during the grading period. Once the grades have closed there will be no adjustments made by the teacher. Any incomplete work will be given a grade of 59 and be calculated into the final grade.

Grading Scale:

The basis for the academic achievement mark is the teacher's evaluation of the quality of the student's performance in a subject. A student must achieve a rank of at least 60 (D-) in order to receive credit for that subject.

Grade Scale: A+ (100-98) A (97-95) A- (94-90) B+ (89-87) B (86-84) B- (83-80) C+ (79-77) C (76-74) C- (73-70) D+ (69-67) D (66-64) D- (63-60) F (59 and below)